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ABSTRACT

The general objective of Project Utilize was to help educators learn effective utilization of volunteer support. Volunteers were recruited from the school community. Nine volunteer and teacher training sessions were held. The volunteers, principals, and teachers were involved in viewing the training of volunteers on videotape. Pupils referred to this project were those who exhibited inadequate coping levels in reading and mathematics. The ratio of pupils to volunteers was dependent on the number of parent volunteers available in the school area. A Communications Council was formed to provide liaison between the project and the community-at-large. A Committee of the Whole, made up of teachers, principals, and volunteers, provided interaction at school parent meetings. Considerable improvement in the mastery of certain language arts and mathematics skills was demonstrated by 79.3 per cent of the pupils. The principals, teachers, and parents were generally enthusiastic about the project's success with pupils. Although 1974-75 was the final funding year of the project, it was felt that efforts must continue to provide effective use of volunteer skills to pupils who need tutoring in reading and mathematics skills. (Appended are 15 forms and questionnaires.) (RC)

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PROJECT UTILIZE
TITLE III EVALUATION
1974-1975

Fund 23 Component 7

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November, 1975

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A. Summary

Second year activities showed that Project Utilize obtained its general objective of helping educators learn effective utilization of volunteer support. The school-community parent meeting model as developed in 1973-74 was continued in 1974-75. Parent-school community meetings were held in each school site. Where meeting time permitted, interaction ideas developed by the previous year's Committee of the Whole were included.

Recruitment of 70 volunteers was accomplished by project staff. Training sessions provided a competency base for further development of volunteer tutoring schools. Teachers showed understanding of the goals and procedures of Project Utilize after the teacher orientation sessions. Parents reflected greater understanding of project goals and the role of the volunteer according to responses following their orientation meetings.

School principals assisted the project in the recruitment of volunteers. As the year progressed, the project found the majority of participating schools adhering to project guidelines. However, close monitoring was necessary for two of the project schools where a tendency to regress away from the model had surfaced.

Analysis of changes in pupil mastery of certain language arts and mathematics skills showed considerable improvement by 180 of the 227 pupils in the evaluation sample (79.3 per cent). This information was drawn from comparison of pre and post criterion test scores.

Principals, teachers and parents were generally enthusiastic of the project's success with pupils. One valuable outcome of the project's operation during the 1974-75 project year was recogni-

tion of the importance of the volunteer as a human resource in providing support for teacher efforts to improve the reading and mathematics skill levels of pupils. The second outcome of equal value concerned the use of criterion tests as a diagnostic and assessment measure. One principal expressed the opinion that use of criterion tests in this project introduced accountability into volunteer service which was a key factor needed in the schools.

Although 1974-75 was the final funding year of the project, it was deemed appropriate to include recommendations. The use of mastery level tests was deemed appropriate instrumentation for the task of this project and should remain a permanent part of the model. Efforts must continue to orient those involved in the task of assuring that project goals and guidelines are the keys to pupil progress and have been proven effective in providing the most effective use of volunteer skills to pupils who need tutoring in reading and mathematics skills.

B. NEEDS ASSESSMENT

Supportive instructional assistance to pupils has proven a valuable tool for large numbers of pupils in urban schools, who exhibit weaknesses in reading and mathematics skills. Life successes in employment fields require adequate command of reading and mathematics skills appropriate to job eligibility requirements.

Schools invited to participate in the 1974-1975 project were visited to ascertain their desire to participate. Principals were contacted to ascertain the extent to which the project would meet the needs of their schools. Principals of public and non-public schools identified the extent of priority needs as greatest in reading and mathematics. Names of teachers who wished to participate in the project were recorded and submitted to the project by each school principal. Teachers, who volunteered their participation, were those who saw the need for supportive assistance from trained volunteers as needed support for pupils in their classrooms. A copy of the referral form is included in the appendices.

Results from city-wide testing at selected grade levels had documented the wide ranges of pupil reading and mathematics performances of pupils. Many pupils in Cleveland schools have been included in special instructional programs designed to improve reading and math skills, based upon their having met eligibility criteria related to services. Within classrooms there are pupils who need help with reading and mathematics skills in addition to that provided in classroom instruction. Volunteer tutoring has been an effective means of providing the needed instructional support. Effective use of volunteers' talent and time was a major consideration.

Project Utilize was developed to provide a tutoring strategy involving the use of locally constructed criterion-referenced tests, developed by the Divisions of English, Language Arts and Mathematics (elementary and secondary), related drill materials and a training program for teachers and volunteers.

C. DESCRIPTION OF CLEVELAND SCHOOLS

Enrollment in Cleveland schools, public and non-public, included representative numbers within target populations. At the end of June, 1975, approximately 125,000 pupils were enrolled in Cleveland public schools. This target population included 57.4 per cent Black, 2.65 per cent Spanish Surname, .32 Indian, .26 per cent Asian-American and 39.37 all other. Mobility rates within the schools ranged from eight to 124 per cent. Approximately 33.9 per cent of the school-age population were receiving welfare assistance. The seven public and three non-public schools in which Project Utilize operated in 1974-75, had an average poverty rate of 18.5 per cent and an average mobility rate of 42.8 per cent. Slightly more than a combined average of 20 per cent of pupils (20.4) had documented reading and/or math skills performances in the below-average range on city-wide testing. It was observed that the majority of these schools were in the lower band of poverty rate. However, the average mobility rate approached mid-range, (42.8 per cent). Pupil population in the 10 project schools reflected 38.4 Black, 27.8 Spanish Surname, 4.6 Indian and 31.3 per cent other. Two schools, Charles Dickens and Corlett were eligible for some reading and math improvement services from funded programs for those pupils

who met program criteria. The remaining eight schools were non-Title I schools and relied upon parents for supportive assistance within the schools. Pupils accepted in Project Utilize were those not eligible for Title I program assistance.

Originally twelve schools had been invited to participate in the project and had indicated their willingness to do so. Recommendation from Title III officers resulted in the reduction of the number to 10. Two schools, Waring and Oliver Wendell Holmes, withdrew early in the year. One school, Waring had merged with Case School. The principal felt that attempts to insure successful pupil adjustments in this merger would have to assume priority. The second school, Oliver Wendell Holmes, a large Title I school, encountered scheduling difficulties due to a proliferation of program services to pupils and requested exclusion from Project Utilize.

D. GOALS AND OBJECTIVES

The following goals and objectives were projected for the second project year, 1974-1975.

Goal 1

School and parent communities will seek to develop models of cooperative interaction through which they may strive to raise the achievement levels of pupils in reading and mathematics.

Objective 1

At least one parent-community meeting in each school will have been planned and held between November, 1974 and February 1975.

At least two out of three parents in attendance will demonstrate satisfactory understanding of the purpose and function of the project through their selection of eight out of ten correct answers to questions on a ten item instrument designed to sample understanding of the project and the role of volunteer after orientation.

Goal 2

Teachers and volunteers will strive to develop team teaching tutoring environments in which cooperative planning between the teacher and the volunteer has resulted in no observable loss of time between the arrival of the volunteer in the classroom and the implementation of tutoring session. Techniques and materials used by the volunteer shall be further evidence of prior cooperative planning to expedite the use of time for the pupil's specific need in reading and/or mathematics.

Objective 2

In May, 1975, all principals participating schools will report through opinionnaires observable teacher-volunteer environments operative in 75 per per cent of classrooms as having met the goal criteria. Interviews of a random sample of the teacher will serve to document the findings.

Goal 3

Project Utilize will provide an exemplary model of dual training to teachers, volunteers and parents between October, 1974 and and February, 1975. Inservice in communication techniques for teachers and volunteers will be presented in after school staff development meetings to which teachers, volunteers and parents will be invited. The same capsuled tape training will be presented to those volunteers in

half day sessions whose circumstances prevent their attendance at the school staff meeting. These three meetings are structured primarily to instruct teachers and volunteers in ways to develop and enrich the communication process needed to generate the transmittal of information between the teacher-volunteer-pupil triad.

Objective 3

At the end of volunteer training at least 75 per cent of the volunteers will record feelings of improved competency in reading and mathematics skills levels through reaction sheets administered in pre and post orientation sessions.

Objective 4

Not less than 80 per cent of participating teachers from public and non-public schools will reflect a greater degree of understanding of the basic training skills volunteers received prior to entry into assignments based upon one positive directional move on a 5-category rating scale administered on a pre and post basis.

Objective 5

Results from a 10-item criterion instrument for 75 per cent of the pupils will evidence not less than an 80 per cent post mastery for the skill deficiency for which pupils were tutored.

Objective 6

Responses from participating teachers on pre-post questionnaires will reflect:

- improved understanding of the role of the volunteer ($p \leq .05$)
- increased ability to work with a volunteer in the classroom ($p \leq .05$)
- improvement in individual pupil's referred skill areas ($p \leq .05$)
- improved performance in referred skill areas based upon classroom performance for all pupils served by the volunteer-teacher team.

E. PROGRAM DESCRIPTION

Volunteers who had served in the first year of Project Utilize and wished to return for the second year were retained and participated in the second year's training program. Additional volunteers were recruited through meetings with community groups prior to the opening of schools. Included were potential candidates referred by principals of new schools added in the second year. The Coordinator of the Division of Volunteers and Assistant Program Manager met with principals of selected schools to review organizational procedures with them and to discuss the goals, objectives and program guidelines. Recruitment and screening of volunteer candidates continued through the early weeks of September. Contacts were made with business and professional persons to solicit their participation as members of the Communications Council.

Volunteers, principals and teachers were involved in viewing the training of volunteers on video-tape. These sessions were attended by representatives from the Division of English, Language Arts and Mathematics for presentation and explanation of the guides prepared for volunteer use by these divisions.

Pupils referred to this project were those who exhibited inadequate coping levels in reading and mathematics in their classrooms or subject areas. A total of 281 pupils from seven public and three non-public schools were tutored during the 1974-75 project schools. Enrollment numbers appear in Table 1, Project Utilize volunteers administered the criterion-referenced pre-tests appropriate to the referred skill. Where pretest results indicated the critical level of

deficiency, tutoring instruction was implemented and continued until such time as posttesting showed that the level of accuracy specified in the objective had been reached.

Criterion-referenced tests for this project were developed by the Divisions of English, Language Arts and Mathematics. Pre and posttests, plus worksheets, suggested drills and activities were included to facilitate relativity of instruction to the curriculum of the Cleveland public schools. This presented some concern in the non-public schools, in terms of the curriculum content progression.

TABLE 1
NUMBER OF PARTICIPANTS BY
SCHOOL AND TYPE*

School	Teachers	Volunteers	Children
<u>JUNIOR HIGH</u>			
Albert Bushnell Hart	6	5	25
Margaret Spellacy	4	10	35
Luther Memorial (NP)	1	1	3
St. Boniface (NP)	6	1	3
<u>ELEMENTARY</u>			
Charles Dickens	6	11	28
Corlett	5	5	27
Mark Twain	4	3	6
Mound	5	3	8
Louisa Mae Alcott	1	11	43
Luther Memorial (NP)	4	4	19
St. Boniface (NP)	6	12	51
St. Mark Lutheran (NP)	5	8	33
TOTAL	59	74	281
NP- NonPublic			

The ratio of pupils to volunteers was dependent upon the number of parent volunteers available in the school area. It was also noted that the use of the diagnostic pretest was valuable in that its documented need and revealed that some students possessed accuracy levels in particular reading and mathematics skills at and above the project eligibility level at pretest.

The Communications Council was formed to provide liaison between the project and the community-at-large. Its function was advisory and it met periodically during the project year to discuss the project's progress, needs. It continuously served as a dissemination agent for the community to foster interest and assist in the procurement of additional volunteers. The Communications Council was composed of representatives from banks, utility companies, a member of a college board of trustees, League of Women Voters television media and three Project Utilize volunteers.

The Committee of the Whole in the second year continued use of basic interactions ideas for parent meetings, where time permitted. The eight basic interaction ideas were developed as a committee task by the 1973-1974 committee. The description of these basic interaction ideas was presented in the appendices of the 1973-1974 evaluation. Representation on the Committee was limited to teachers, principals and Project Utilize volunteers to ensure the relativity of its functions to the operation of the project on the school level. One prime task for this committee lay in the area of school parent meetings. These meetings were fruitful in that parents were oriented to the rationale of

this project, participated in vigorous discussions, and had an additional opportunity to talk with participating teachers who joined the group in after-school sessions. The second responsibility of this committee was evident in individual school meetings in which members discussed the progress of the project in their schools and shared ideas for improvement in school based project operations.

Per pupil cost of \$97.69 was based upon an end of the year total of 281 pupils served. Project costs were \$27,450.

Total Federal Support under ESEA Title III	\$26,500
Total Federal Support other than ESEA Title III	\$ -0-
Total Non-Federal Support	\$ -0-
Total Project Cost	<u>\$27,450</u>

Record Keeping

A variety of records were kept. These included pupil referrals, criterion-referenced pre and posttests, volunteer and teacher surveys and reaction sheets, volunteer applications and attendance sheets, agendas and minutes of parent, Communication Council and Committee of the Whole meetings.

Materials

Materials used in this project were printed guides, locally developed, volunteer kits, designed and constructed by the Division of Volunteers, criterion-referenced tests, worksheets and additional instructional gaming devices constructed by volunteers.

F. PROJECT UTILIZE OUTCOMES

Evaluation procedures were designed to focus on the six objectives set forth in the proposal and approved in the proviso of September 27, 1974 from the State of Ohio Title I Office.. The calender of prospective events was adjusted in accordance.

Data for evaluation purposes included:

- . volunteer attendance records to ascertain pupils served
- . pupil criterion-referenced pre-tests
- . pupil criterion-referenced post-tests
- . volunteer training reaction surveys pre and post
- . teacher reaction surveys
- . parent reaction surveys
- . opinionnaires from parents, teachers volunteers and principals

The evaluation sample consisted of 245 pupils, 59 teachers 37 parents, ten principals and 43 volunteers.

Junior High School Tutoring - Grades Seven Through Nine

At the junior high school level, criterion-referenced tests in mathematics from 44 pupils were examined. Eligibility for tutoring was established by volunteers using criterion-referenced pretests prepared by the Division of Secondary Mathematics. Posttest results for the same pupils were compared. Results showed that 34 of the 44 pupils met the criteria for tutoring in specific mathematics skills. The wide discrepancy between the number of pupils determined eligible was

symptomatic of the need for the diagnostic base of eligibility upon which the rationale of Project Utilize was proposed. Posttests evidenced 24 of the 31 pupils having attained the prescribed levels of accuracy in the specific math skills for which they had been referred (77.4) per cent). Chart I presents the summary of this finding.

CHART I

ACCURACY LEVELS IN MATHEMATICS
PER CENT OF PUPILS
Junior High School
N=31

Number Pretested	Mathematics Skill Area	Accuracy Level Attained	Per Cent of Pupils
6	Whole Numbers - Addition	3	50.0
5	Whole Numbers - Subtraction	4	80.0
7	Whole Numbers-Multiplication	5	71.4
4	Whole Numbers - Division	3	75.0
2	Addition - Common Fractions	2	100.0
2	Subtraction - Common Fractions	2	100.0
1	Division - Common Fractions	1	100.0
2	Addition - Decimal Fractions	2	100.0
1	Subtraction - Decimal Fractions	1	100.0
1	Multiplication - Decimal Fractions	1	100.0
SUMMARY			
31		24	77.4

Reading referrals for 42 junior high school pupils determined eligible for tutoring were examined. Pretests prepared by the Division of Secondary English were administered to these pupils by assigned Project Utilize volunteers. It was determined, through this procedure, that these 42 referrees were indeed deficient in the specific reading skills for which they had been referred. Post-test comparison after tutoring showed that 34 (88.1) per cent of this sample had attained the prescribed accuracy levels in reading skills. Chart II illustrates this finding.

CHART II

ACCURACY LEVELS IN READING
PER CENT OF PUPILS
Junior High School
N=42

Number Pretested	Reading Skill Area	Accuracy Level Attained	Per Cent of Pupils
5	Dictionary Skills	3	60.0
3	Verbal Analogies	2	66.6
10	Syllabication	9	90.0
9	Prefixes	6	66.6
2	Compound Words	2	100.0
1	Context Clues	1	100.0
8	Word Roots	8	100.0
4	Suffixes	3	75.0
SUMMARY			
42		34	88.1

Elementary Tutoring - Grades One Through Six

A sample of 159 elementary tutees was used. Of this number, 43 were tutored in mathematics skills and 116 in reading skills.

An analysis of test data from criterion-referenced tests developed by the Division of Elementary Mathematics revealed accuracy levels achieved by 82.1 per cent of this sample of participants. This finding is documented in Chart III.

CHART III
ACCURACY LEVELS IN MATHEMATICS
PER CENT OF PUPILS
Elementary School
N=39

Number Pretested	Mathematics Skill Area	Accuracy Level Attained	Per Cent of Pupils
7	Multiplication - Division - Level II	6	85.7
3	Multiplication - Division Facts	3	100.0
1	Multiplication Facts	0	0.0
2	Division Facts	1	50.0
1	Division Level II	1	100.0
2	Multiplication Level III	2	100.0
7	Understanding Numbers	7	100.0
3	Multiplication - Division, Level I	2	66.6
7	Addition - Subtraction	6	85.7
5	Subtraction Facts	3	60.0
1	Addition Facts	1	100.0
SUMMARY			
39		32	82.1

Again, the wide range of individual skill needs reflected in mathematics referrals was evident in the elementary levels as it was at the junior high school levels

One hundred and sixteen pupils in grades one through six were referred for tutoring in reading skills. A total of 227 individual reading skills across twelve categories were administered to this sample of pupils. Analysis of data reflected accuracy levels for 77.6 per cent of this populace. Chart IV presents the evaluation finding.

CHART IV
ACCURACY LEVELS IN READING
PER CENT OF PUPILS
Elementary School
N=116

Number Pretested	Reading Skill Area	Accuracy Level Attained	Per Cent of Pupils
7	Alphabetical Order	6	85.7
13	Sight Words	11	84.6
27	Short Vowels	24	88.9
14	Syllabication	9	64.3
4	Letter Identification	3	75.0
4	Suffixes	4	100.0
9	Prefixes	6	66.6
1	Rhyming Ends	1	100.0
6	Dictionary Skills	6	100.0
10	Consonant Clusters	7	70.0
8	Initial Consonant Sounds	4	50.0
13	Long Vowel Sounds	9	69.2
116		90	77.6

It was felt that one view of the impact of volunteer tutoring might be observed from the opinions of classroom teachers with whom Project Utilize volunteers worked. Fifty-nine teachers were involved in the sampling of teacher opinion. Twenty-nine of these teachers taught English or secondary mathematics. The remainder were teachers of elementary grades. The breakdown is reflected in Table 3.

TABLE 2
CLASSROOM TEACHER INVOLVEMENT
BY GRADE LEVEL
EVALUATION SAMPLE
N=65

Grade/Division	Teacher
Secondary English	16
Secondary Mathematics	7
8	1
7	2
6	1
5	6
4	11
3	4
2	4
1	7
SUMMARY GRADES 1 - 8	59

Teachers rated the progress of a random sample of 65 pupils on a five point rating scale from "very marked improvement" to "no improvement". It was apparent that a positive direction of improvement in the

performance of tutored participants in that 62.5 per cent of math tutees were rated as having shown from "somewhat" to "very marked" improvement. In reading, 81.3 per cent of sample were rated as having shown these same degrees of improvement.

TABLE 3
TEACHER RATINGS
N=65

Subject Area	N Pupils	RATINGS				
		Very Marked Improvement	Marked Improvement	Somewhat Improved	Less Improved	No Improvement
Reading	48	1	4	5	3	3
Mathematics	17	1	16	23	3	6
TOTAL	65	2	20	28	6	9

Teachers were requested to assign a mark to the child's reading or mathematics performance as they subjectively saw it pre and post tutoring. Such marks were considered an additional indicator of the degree of improvement teachers noted. Teacher marks were assigned to 57 of the 65 pupils in the sample. Eight pupils were not assigned marks by their teachers.

TABLE 4
TEACHER-ASSIGNED MARKS
PROGRESS INDICATORS
N=57

Subject	Mark	Pre	Mark	Post
<u>Mathematics</u>	A	0	A	0
N=17	B	0	B	2
	C	0	C	5
	D	5	D	3
	F	8	F	3
	E	0	E	0
	S	0	S	4
	U	4	U	0
Total		17		17

Reading

N=48	A	0	A	0
	B	0	B	7
	C	4	C	14
	D	17	D	7
	F	9	F	2
	E	0	E	0
	S	1	S	7
	U	9	U	3
Total		40		40

It was recognized that a key factor in determining the extent to which communication between the volunteer and the tutor reflected a team approach to tutoring lay in the degree of success teachers felt had been achieved in this area. Almost one-fourth of the teacher sample did not respond to the item requesting their judgment of the effectiveness of their plan of communication with the volunteer. More than three-fourths of the teacher sample had instituted such a plan. At least, 71.1 per cent of the teacher sample rated their communications with assigned volunteers from "somewhat effective" to "very, very effective".

Teachers' recommendations for the future of the project included the suggested use of outstanding volunteers in the volunteer training program, inclusion of silent reading tests in the guides and more effective use of the skills check lists.

Many teachers expressed a desire for more communication with and recognition of the importance of the volunteer by the tutored child was further evidence that, in the second year, the impact of this project had come to the fore.

Consideration must be given to a need for emphasis on the teacher role in school orientation to this project as well as continued focus on the role of the volunteer and responsibilities accompanying that role.

Training Session Reaction Surveys.Volunteers.

Nine volunteer and teacher training sessions were held in October and November, 1974. The volunteer pre and post training session survey was presented to 43 volunteers. The instrument attempted to measure the extent of information relative to Project Utilize in specific and volunteer training, in general held by volunteers and teachers who would participate in the program. Information was measured on a three-point ranking scale.

- 1 - I already know
- 2 - I could use more information
- 3 - I want to know

Statistical tests applied in the analysis of results were the Wilcoxon Matched Pairs, Signed-Ranks Test and the t test of significance between differences of means. Inspection of results in the Wilcoxon test showed a T of zero as all scores moved in a negative direction. An N of 30 and a T of zero generated a significant z of 4.78 beyond the infinite level. The data was restudied for significance. The t test resulted in a ratio of 15.77, $p. \leq .0005$, 30 degrees of freedom.

TABLE 5
VOLUNTEER REACTION SURVEY
T TEST
N=30

	Raw Score Mean	Standard Deviation	Difference
Pre-test	56.167	9.395	29.900
Post-test	26.267	5.253	10.209
<u>t</u>	15.772	$p. \leq .0005$	

Teachers.

The teacher survey employed "yes" and "no" answers and was administered pre and post viewing of the volunteer training videotapes and orientation to the guides. The teacher instrument attempted to measure to what extent participating teachers were aware of the basic training Project Utilize volunteers would have as they worked with pupils. It was felt that this knowledge would be beneficial in promoting effective utilization of volunteer skills. Teacher sessions were held at home school sites where volunteers would be assigned.

The Wilcoxon Matched Pairs, Signed-Ranks test was applied to the results of this reaction survey. Inspection of the tabulation of scores showed all differences moving in a negative direction, indicative of knowledge gained. The T was zero. A significant z of 5.303 was generated with an N of 53. The z was significant beyond the infinite level of probability. The level of significance between pre and post scores on this survey was determined with the t test. The resulting t of 13.623 was significant beyond $p. < .0005$.

Parent Involvement.

The support of parents has been identified as critical to the success of volunteer and teacher efforts to assist their children. One of the focal points in Project Utilize was the involvement of parents in school-community meetings. Project reports indicate attendance of 55 parents at parent meetings. The evaluation sample was confined to 37 parents who had attended meetings between November, 1974 and February, 1975.

Satisfactory understanding of project goals was represented through correct responses to the four goal items and six procedural

items in the instrument. Analysis of results showed that 99.0 per cent of parents reflected satisfactory knowledge after the orientation meeting through their responses.

Parent opinions were sought at the end of the project year through a parent opinionnaire. Parents recognized that their children were experiencing difficulties in reading, math, spelling, and in some instances, all. They listed child's problem areas as:

- phonics
- spelling difficulties
- alphabet
- vocabulary
- Spanish-speaking background
- modern math beyond child's ability
- lack of attention - felt he did not belong

Parents reported that their child:

- appreciated the help the volunteer gave them
- felt that volunteer worked patiently with him
- understood the way the volunteer explained what he had never understood before
- liked the way the volunteer tried to help him
- saw own improvement

Parents recommended continuation program as:

- individual instruction is very helpful
- a wonderful opportunity for non-speaking English children (those with foreign backgrounds)
- all children should have an opportunity to participate

In addition parents understood the need for more volunteers, and recognized the value of diagnostic testing to determine weaknesses

and strengths in reading and mathematics skills for their children.

Principals.

Principals of participating schools were interviewed to obtain their reactions to three questions concerning the operations of this project in their schools. The questions were:

1. Did you observe a team-planning and instructional approach between teachers and volunteers?
2. What was your reaction and that of your teachers to the use of criterion-referenced testing?
3. What recommendations would you make for improvement of the project?

Principals were appreciative of the help given students by Project Utilize volunteers. It was their feeling that the service rendered should be continued with an increase in the number of pupils served, if additional volunteers could be recruited. They recognized the problem of additional recruitment based upon their knowledge of the availability of this human resource within their school communities.

Secondary school principals delegated their assistants as liaison persons between the school administration and project administrative personnel. Elementary school principals and their assistants were more intimately involved.

It was generally felt that a team-teaching approach was more observable in planning than in instruction. It was judged, from teacher comments, that in many instances volunteers and teachers worked more closely together in those areas where pupils did not make the desired progress and additional types of drill were needed.

Principals indicated their approval of the use of criterion-referenced tests as a diagnostic instrument. However, there were feelings that based upon reactions from volunteers, some of the test items were too difficult for pupils. Another principal felt that the use of such tests added the necessary ingredient of accountability.

Recommendations included:

- continuation of the program
- extension of service to more students
- identification of those test items which volunteers found too difficult for restructuring
- more latitude in the principal's role of school-based operation of the program
- consideration of the structured format of the program in terms of the volunteers feelings of security under such structure.

Principals stated that they welcomed the program in their schools and felt that most of their volunteers had worked hard and their pupils had profited from their tutoring. Teachers had expressed satisfaction with the progress pupils made and indicated a better understanding of volunteers. Principals indicated that they saw a deeper appreciation for the work of volunteers from their teachers.

G. Dissemination

Flyers and a project brochure were completed in the early part of the 1974-1975 school year. These were distributed throughout the year as the occasion demanded.

In April, 1975, the project was presented at the National Conference of Volunteers in Columbus, Ohio by the Coordinator of the Division of Volunteers and the project manager.

Information relative to the project was disseminated by members of the Communications Council to their respective organizations, civic groups and churches. The Division of Volunteers provided news and broadcasting media with information about the project for their use.

Copies of the guides and training videotapes have been revised and prepared for the offices of the State of Ohio Title III offices.

H. SUMMARY AND CONCLUSIONS AND RECOMMENDATIONS

Numerous changes in project structure were indicated in the 1973-1974 evaluation due to unanticipated outcomes. Nine schools were replaced. Five schools remained. The total number of anticipated schools was 16. This number was reduced to 10 in accordance with State Title III directive.

The original proposal had projected teacher-construction of the criterion tests to relate the tutoring experience directly to classroom teachers instructional plans. It was determined that teachers could not find the extra time needed to construct these tests due to on-job pressures. The volunteer experience tended to regress away from the rationale of Project Utilize. Construction of appropriate criterion tests was done under the guidance and direction of the appropriate curriculum areas of reading and mathematics. The guides, published in July, 1974, were revised to include related criterion tests.

The number of volunteers per school was reduced to seven in each school. The total number of volunteers was 70. The major suggested change in the continuation year was the provision that schools and teachers would volunteer participation in the project.

Project Utilize began the second year, 1974-75 in a framework through which it anticipated achieving the following objectives:

Objective 1

At least one parent-community meeting in each school will have been planned and held between November, 1974 and February, 1975.

At least two out of three parents in attendance will demonstrate satisfactory understanding of the purpose and function of the project through their selection of eight out of ten correct answers to questions on a ten item instrument designed to sample understanding of the project and the role of volunteer after orientation.

One parent-community meeting was held in eight schools between late November, 1974 and February, 1975. The remaining two school community meetings were held in late February, and early March, 1975. The inability to fit these two schools into the designated time frame was due to several reasons.

1. The implementation of the second year of operations was delayed awaiting approval of proviso stipulations from the Title III office in Columbus, Ohio.
2. The calendar of school open houses was already set. Project administration scheduled school-community meetings in those participating schools with available dates.

Results from Parent Reaction Surveys designed to sample parents' understanding of the goals and procedures of Project Utilize, post orientation, reflected satisfactory understanding on the part of 99.0 per cent of parents to a ten item survey.

Obejctive 2

In May, 1975, all principals of participating schools will report through opinionnaires observable teacher-volunteer environments operative in 75 per cent of classrooms as having met the goal criteria.

It was considered best to forego a written principal opinionnaire and to seek the oral opinions of principals concerning three critical areas of this project. The result was rewarding. Principals gave open and frank responses to the three questions.

1. Was there evidence of a teacher-volunteer team approach in the planning and instruction procedures as Project Utilize operated in your school?

Principals or their designated assistant administrators reported visible evidences of communication between teachers and Project Utilize volunteers during the year. It was the general opinion of principals that greater teamwork was evident in attempts

to increase pupil improvement for pupils who were not progressing as well as expected. It was this type of teamwork that principals considered directly responsible for the success of volunteer tutoring under Project Utilize. Teachers were known to have provided extra drill materials, given advice and encouragement. Principals reported evidence of this type of teacher-volunteer environment with all participating teachers in their buildings.

The second question concerned the introduction of use of criterion testing. Most (90 per cent) of the ten principals approved of this procedure. One principal felt that while such tests were purposeful, personal contact with volunteers communicated feelings of insecurity on the part of volunteers. In this principal's opinion more inservice in the use of criterion tests and more latitude for principals in the interpretation of the program's style of operation would be better. The diverse of this came from another principal who expressed the opinion that the use of criterion test identified the area of need quickly and introduced the element of accountability which was the ingredient needed to assure efficient use of volunteer time and affect purposeful use of the student's time. According to this principal, this made volunteering by Project Utilize volunteers different from the kinds of volunteering that had been that school's prior experience.

The third question requested recommendations. These recommendations are included with other recommendations at the end of this section.

Objective 3

At the end of volunteer training at least 75 per cent of the volunteers will record feelings of improved competency in reading and mathematics skills levels through reaction sheets administered in pre and post orientation sessions.

Statistical analysis revealed significant differences in the knowledges related to project goals and procedures volunteers held after their volunteer training sessions. A confidence base was established which was further developed as volunteers proceeded through their tutoring. The level of significance clearly showed that the 75 per cent objective criterion had been surpassed by volunteers who attended the training sessions.

Objective 4

Not less than 80 per cent of participating teachers from public and non-public schools will reflect a greater degree of understanding of the basic training skills volunteers received prior to entry into assignments based upon one positive directional move on a 5-category rating scale administered on a pre and post basis.

Fifty three teachers attended teacher orientation sessions held during the early part of the project.

Inspection of the results from the teacher reaction surveys showed a definite and significant level of change in responses prior to the orientation training session and those after viewing the video-tapes and having been introduced to the guides.

Objective 5

Results from a 10-item criterion instrument for 75 per cent of the pupils will evidence not less than an 80 per cent post mastery for the skill deficiency for which pupils were tutored.

Comparison of scores from pre and posttest criterion tests from 245 pupils demonstrated the success of project efforts as 79.3 per cent of this group of pupils achieved the accuracy level prescribed in the objective.

Objective 6

Responses from participating teachers on pre-post questionnaires will reflect:

- improved understanding of the role of the volunteer ($p < .05$)
- increased ability to work with a volunteer in the classroom ($p < .05$)
- improvement in individual pupil's referred skill areas ($p < .05$)
- improved performance in referred skill areas based upon classroom performance for all pupils served by the volunteer-teacher team.

Improved understanding of the role of the volunteer was not only demonstrated in teachers' responses to that item as it appeared in the teacher reaction survey. It was documented in teachers expressions of greater understanding of the work of the volunteer, a deeper appreciation for the assistance and support given by volunteers, but a desire to see more recognition of the volunteer as a person and a needed school resource. Teachers reported better working relationships with volunteers, rated better than three-fourths, 75.6 per cent of tutees from their classes as having shown from "somewhat" to "very marked" improvement in the skills for which they had been tutored based upon teachers' subjective opinions of tutees classroom performances.

It may be concluded that all of the objectives of this project were met in the second year.

Although 1974-75 was the final year of funding, some pertinent recommendations are recorded for consideration in any future use of this model. The recommendations are based upon unanticipated constraints placed upon the project. It became evident that two schools, one public and one non-public, once beyond the orientation and training stages, preferred to proceed in utilization of their volunteers according to established school patterns. This required additional unanticipated monitoring time.

This constraint interfered with monitoring time schedules for other schools set by project administrative staff. Two recommendations are made:

1. The project should be granted the right to withdraw project services and materials from schools which demonstrate an unwillingness to comply with model guidelines after review, consultation and documentation of violations.
2. A waiting list of schools be compiled to replace those in which such violations occur.

Teacher and principals recommended:

- review of those criterion tests where volunteer experience and consensus indicate pupils find too difficult.
- inclusion of first grade and pre-primary drill materials for first grade pupils
- continue efforts to obtain active parent participation in school-community meetings
- provide an additional training session for volunteers to specifically address the administration, scoring and interpretation of the criterion tests
- review the role of the Communications Council
- continue the policy of voluntary school and teacher participation.

A P P E N D I X

TIMELINE OF SECOND YEAR ACTIVITIES

September 1974

1. Organizational Meetings: Project school principals and Administrative personnel.
2. Recruitment: Dissemination of Recruitment Materials
School Visits--Speeches to Community and Civic Groups
Goal - Approximately seven volunteers or more per school participating in project.
3. Materials ordered for volunteer tutoring kits. Kit preparation.
4. Elementary and Secondary Volunteer Training Session--one all-day session each;
Training - a.m.
Orientation and Kit Discovery - p.m.
5. Recruitment of members of Community Communications Council
6. Monitoring project activities.

October, 1974

1. Cluster Sessions
Orientation for principals and Project Utilize teachers
(after school meetings).

Mini-perception of volunteer training.

Discussion: Roles - Volunteers
Teachers
Administrators

Criteria for Pupil
Selection

Pupil referral and testing
procedures.
2. Communications Council Meeting.
3. Presentation of the Model.
4. Teacher screening of pupils.
5. Referral forms completed and returned to project.
6. Volunteer-student assignment.
7. Criterion Testing.

APPENDIX I (Continued)

8. Results to Project.
9. Monitoring project activities.

November, 1974

1. Interaction Training Sessions (Teachers, Volunteers, Parents).

Meeting planned and conducted by project staff for parents of children assigned to project volunteer and staff. Selected basic ideas from Committee of the Whole.

Preview of selected segments of communications tapes.

Discussion.

2. Selection of additional materials (Volunteer Committee).
3. Training of newly-recommended volunteers.
4. Monitoring of project activities.

December, 1974

1. Meeting: Committee of the Whole.
2. Monitoring of project activities.
3. On-site visitations-representative from Division of Research and Development.

January, 1975

1. Meeting: Communications Council.
2. Training for newly-recommended volunteers.
3. Project Utilize Volunteers Update Session.
4. Project monitoring activities.

February, 1975

1. On-site visitations - representative from Division of Research and Development.
2. Project monitoring activities.

March, 1975

1. School-Community Meeting.
2. Training for newly-recommended volunteers.
3. Project monitoring activities.
4. Communications Council-Status Report and Planning.

April, 1975

1. Teacher-Volunteer Team Interviews - Division of Research and Development.
2. Project monitoring activities.
3. Proposed presentation of Project Utilize at 1975 National School Volunteer Program, Inc. Convention - Columbus, Ohio.

May, 1975

1. Teacher-Volunteer Team Interviews (cont'd), Research and Development.
2. Data collection instruments to schools, volunteers and parents.
3. Communications Council and Committee of the Whole.
Report of National Convention.
Receive recommendations for future of Project Utilize model.

June, 1975

1. Complete data collection.
2. Complete final project reports.

July - August, 1975

1. Preparation of materials for dissemination.
2. Analysis of data - Division of Research.
3. Preparation of Evaluation Report - Division of Research.

APPENDIX II

PROJECT UTILIZE

Cleveland Public Schools

Parent Questionnaire

N=37

Directions: You have been participating in an interaction meeting in which you have been shown how volunteers are trained to tutor children in the schools. You have also had an opportunity to learn something about the importance of communicating with others. We want to find out how much you have learned about Project Utilize. Please check either the "true" or "false" box for each question. The questions will be read to you. Listen carefully before you mark your answer.

Goals

- | | | | |
|----|---|-------------------------------------|--------------------------------------|
| 1. | Project Utilize will try to increase communication between teachers and volunteers as they work in a team effort to raise the level of pupil progress in mathematics and reading. | True
☐ 37 | False
☐ 0 |
| 2. | Volunteers will tutor any skill they feel that the child needs to know. | True
☐ 31 | False
☐ 36 |
| 3. | Project Utilize will provide a training model for volunteers that they may learn what they are to do and how it is to be done. | True
☐ 37 | False
☐ 0 |
| 4. | Teachers and parents will not view the model. | True
☐ 2 | False
☐ 35 |

Procedures

- | | | | |
|----|--|-------------------------------------|--------------------------------------|
| 5. | Volunteers will use a criterion-referenced test to find out what grade the child is in. | True
☐ 1 | False
☐ 36 |
| 6. | Teachers will refer pupils to the volunteer for tutoring. | True
☐ 37 | False
☐ 6 |
| 7. | Volunteers and teachers will discuss the progress the child is making in the particular skills being tutored. | True
☐ 37 | False
☐ 0 |
| 8. | Specially prepared guides will be given to volunteers outlining procedures and techniques to use in tutoring mathematics and reading skills. | True
☐ 37 | False
☐ 0 |

- | | | | |
|-----|---|---|--|
| 9. | Volunteers teach new skills which the child has not had in the classroom. | True
☐ | False
☒ |
| 10. | Project Utilize trains interested parents to tutor pupils and supports their efforts through the Division of Volunteers with specially designed guides and suggested ideas developed by the Divisions of Mathematics and Reading and Language Arts of the Cleveland Public Schools. | True
☒ | False
☐ |

Division of Research & Development
December, 1974

CLEVELAND PUBLIC SCHOOLS

PROJECT UTILIZE

1974-1975

Volunteer Opinionnaire

N=27

We are evaluating the effects of Project Utilize. We need your answers to questions on this opinionnaire to assist us in the evaluation process. Kindly complete each item on this opinionnaire and return it to the Division of Research and Development in the enclosed envelope, through school mail in your school's office by May 16, 1975.

1. How many pupils did you tutor during this year?

Gr.1	Gr.2	Gr.3	Gr.4	Gr.5
47	10	4	14	3

2. What grades were they from?

Gr.6	Gr.7	Gr.8
0	8	12

3. How did the method you used in tutoring help:

. You

a. Variety of methods encouraged interest

b. Enabled me to discover strengths and weaknesses of pupils

c. Following instructions of teacher was a great help.

d. The instructional packages made planning easier.

e. Gave me a better understanding of teacher and their jobs.

f. Gave me a better understanding of modern education.

. Your pupils

a. Helped their interest and desire to participate

b. Pupils were more aware of their individual weaknesses.

c. Pupils became more relaxed and less bored.

d. Pupils felt free to request help when they needed it.

4. Did the Volunteer Training Program help you to use this approach effectively?

Yes No Did not attend

5. Were the guides useful? Yes ☒ 26 No ☐ 1

6. What did your pupils say about Project Utilize's method of helping them with math and reading skill needs?

- a. Enjoyed projects
- b. Happy to see their own progress
- c. Pupils became more self-confident
- d. Pupils said "I like to read now".
- e. My students enjoyed learning what they had not understood in class.

7. Project Utilize wanted more (understanding between teachers team effort) and volunteers about the needs and progress of pupils with whom your work. Tell us how you and the teachers communicated about the children.

- 1. The teacher and I had a conference after each tutoring session.
- 2. Did not see the teacher but maintained communication through the reading consultant
- 3. The teachers with whom I worked complimented the students when they made progress due to tutoring.

8. What did this kind of communication (between teacher and volunteer do for:

. you

- a. Made me more aware of what the pupil needed.
- b. Made me feel that I made a contribution
- c. Working with the teacher was an excellent team experience
- d. Made the job easier and helped me become a better tutor.

. pupils whom you tutored

- a. Students received the help they needed.
- b. Child could keep up with his class once he understood his problem.
- c. Pupils became more confident
- e. Student appeared to enjoy the sessions.

9. A sample of pupils has been selected. Please rate the pupil/pupils progress as you observed it. If no names are on your sheet, do not complete this item.

N=50

Pupil Name	Age	Grade	Referred for tutoring in Specific Skills of	Progress		No Report
				Improved (check	Not Improved column)	
Various	6-15	1-8	Reading and/or M	36	5	9
			Math			

10. Please place recommendations for the future use of the model here.
- d. More help needed in administering the pre-post tests.
 - b. English Units on Word Roots too difficult
 - c. Basic facts require more emphasis before problem solving in Mathematics
 - e. Earlier training session to allow more time to go through the Language Arts guide. Institute a question and answer session in January
 - f. This excellently worked-out program should be continued and extended to more schools.
 - g. Pre-post tests are helpful but we need a better understanding of how to administer them.

Division of Research and
Development

CLEVELAND PUBLIC SCHOOLS

PROJECT UTILIZE

1974-1975

Committee Of The Whole

We are evaluating the effectiveness of Project Utilize. Your input will prove valuable in assisting us in this effort. Kindly complete this survey and return in the enclosed envelope to the Division of Research and Development, attn: Juanita Logan, not later than May 16, 1975.

1. In your opinion, what did the Committee Of The Whole attempt to do for Project Utilize?
 - a. Reviewed goals of project and made recommendations to assist in fulfillment of project goals.
 - b. Evaluated the strengths and weaknesses of the program.
 - c. Attempted to iron out confusions in interpretation of program
 - d. Attempted to mobilize enough adults to give pupils who needed it, help on a one-to-one basis
2. How often did you meet? 3 times
3. How did your committee assist the project this year?
 - a. Made recommendations which resulted in changes and improvements from previous year.
 - b. Became a sounding board for reactions.
 - c. Recommended sources for recruitment of volunteers.
 - d. Attempted to promote better communication between teachers and volunteers.
4. How successful was your committee in helping Project Utilize in its operations?

Very Successful	Successful	Somewhat Successful	Limited Success	Not Successful
0.0%	62.5%	37.5%	0.0%	0.0%

5. If you checked any box from "successful" to "somewhat successful", what contributed most to the degree of success you checked?
- a. The fact that suggestions made by this committee were utilized.
 - b. The ability of this committee to resolve problems arising in the project.
 - c. The general background knowledge and outside contacts of community members.
 - d. The success committee members found in increasing communication between teachers and volunteers
6. If you checked "limited success" to "not successful", what contributed most to the lack of success?

None

7. How would you recommend that the Cleveland schools use the Project Utilize model in the future?

- a. Project should be operated on a voluntary basis by any school wanting to help its children and to utilize community volunteers
- b. Care should be exercised in the selection of the teacher so as to insure that the volunteer will feel wanted. This is a necessary base of communication between teacher and volunteer is to work in Project Utilize.
- c. A phase-in plan for principals. Then, a sample of 20 schools accepted. The schools should be required to show that sufficient numbers of volunteers are available from their communities.
- d. Additional staff is needed in the monitoring and supervision of this project.

Thank you,

Division of Research & Development

Enclosure - 1

CLEVELAND PUBLIC SCHOOLS

PROJECT UTILIZE

1974-1975

Parent Opinionnaire

N=18

Your child _____ has been tutored by a Project Utilize volunteer. We are interested in knowing your opinion of the project. Kindly complete the opinionnaire and return to your child's tutor who will send it to Juanita Logan, Division of Research and Development, by May 16, 1975.

1. What grade was this child in? Grades 1 - 8
2. In which subject was your child having difficulty?
 Reading X Math X Both X (check which)

3. In your opinion, what was your child's problem?

- | | |
|-----------------------------|------------------------------------|
| a. No foundation in phonics | g. Unwilling to try |
| b. Spelling difficulties | h. Does not understand modern math |
| c. Doesn't know alphabet | i. No use for practical English |
| d. Reading a handicap | j. Receives no personal attention |
| e. Poor vocabulary | |
| f. Inability to understand | |
- (Spanish-speaking background)

4. What did your child tell you about the way Project Utilize volunteers worked with him/her?

- | | |
|--|--|
| a. Worked in a group | e. Volunteer wasn't there most of the time |
| b. Teacher helps where help is needed | f. Volunteer helped him feel sure of himself |
| c. Pleased with the way help was given | g. Child felt his own improvement |
| d. Nothing - I didn't even know about it | |

5. What improvement did your child make?

Great Improvement	More than Expected	Some Improvement	Little Improvement	No Improvement
2	7	6	2	1

APPENDIX V (Continued)

6. May we have your suggestions as to how Project Utilize can be improved.

Recommendation for improvement of the program.

1. Diagnostic tests for each child at the beginning of the program and specific techniques used to remedy weaknesses.
2. Continue program - individual instruction very valuable.
3. A wonderful opportunity for non-speaking English children - those with foreign back grounds.
4. More competent and reliable volunteers
5. Tutoring session should not take pupils from regular class work.
6. Teachers of all subjects should realize that teaching of reading is a part of every teacher's job.
7. Fine as is - all children should have an opportunity to participate.
8. Make program more personal.
9. Parents should be notified if child is not making the proper progress.
10. Great need for more volunteers.

Thank you,

Division of Research and
Development

APPENDIX VI
CLEVELAND PUBLIC SCHOOLS

PROJECT UTILIZE

1974-1975

Communications Council Survey

N Responses - 8

We are evaluating the effectiveness of Project Utilize during the 1973-1974 year of operation. Your input is needed to assist in the determining of the impact of the program. Kindly return the completed survey to Juanita Logan, room 603, Division of Research and Development not later than May 16, 1975.

1. What was the role of the Communications Council as you saw it?
 1. To acquaint the Cleveland Community with the goals of Project Utilize and report reactions.
 2. To serve as a springboard for ideas in the further development of Project Utilize.
 3. To encourage support for the project from the greater Cleveland community.
2. How many meetings were you able to attend? None - 1; one - 2;
two - 3; three - 1; four - 1
3. Did you visit any schools and see the project in operation?
Yes 1 No 7 How Many 1
4. If answer to item 3 is yes, what was your opinion of what you saw?
Pupils need more parent support
Program needs careful supervision to make sure objectives are being met.
5. What recommendations would you make for use of this model in the Cleveland schools?
Program should be adjusted to increase number of pupils served.
The model is very good. It needs more parent involvement.

Thank you,

Division of Research & Development

Enclosure - 1

CLEVELAND PUBLIC SCHOOLS

PROJECT UTILIZE

1974-1975

Teacher Opinionnaire

N Teachers = 59

N Pupils = 65

Kindly complete each item and return the opinionnaire to Juanita Logan, Division of Research and Development, room 603, not later than May 16, 1975.

1. What grade/subject do you teach? Grade 1-8
Gr. 1, 5; Gr. 2, 3; Gr. 3, 10; Gr. 4, 9; Gr. 5, 5; Gr. 6, 1; Gr. 7, 2; Gr. 8, 24
2. How many pupils from your class or division did you refer to Project Utilize? Average 4-6
3. How many received tutoring by Project Utilize Volunteers? Average 3-5
4. In terms of the child's skills (reading/math) performance at the time of referral, how would you rate the child's improvement in specific skills for which he was tutored?

Math X (check the area/s) Reading X

	Very Marked Improvement	Marked Improvement	Somewhat Improved	Less Somewhat Improved	No Improvement	No Response
Math	1	4	5	3	3	1
Reading	1	15	23	3	6	0

5. How would/did you rate this child's reading/math performance at the beginning and end of tutoring in terms of a teacher mark (A, B, C, D, F, secondary; E, S, U, primary).

Math Pre-program D-5; F, -8; U-4

Post-program B-2; C-5; D-3;
F-3; S-4

Reading Pre program C-4; D-17;
F-9; S-1; U-9

Post-program B-8; C-14; D-7;
F-2; S-7; U-3.

6. In your opinion how effective was the use of criterion-referenced test-tutor-test- re-tutor approach which Project Utilize Volunteers used?

Very Effective	Effective	Somewhat Effective	Less than Effective	Not Effective	No Response
4	18	14	5	4	14

7. A major focus of the Project Utilize plan was the emphasis on communication between the teacher and volunteer to assure effective use of volunteers' time and talents for greater mathematics and reading skills. What plan did you use to increase communication with the volunteer concerning the child/children referred for tutoring?

- a. Written reports between teacher and volunteer
- b. Weekly conferences to discuss problems of student and volunteer
- c. Reported any improvement
- d. Was always available to assist volunteer with suggested aids and materials
- e. Visited the tutoring sessions daily
- f. Discussed strengths and weaknesses of each student and gave suggestions for improvement

8. How effective was the plan?

Very, Very Effective	Very Effective	Somewhat Effective	Less than Effective	Not Effective	No Response
3	17	12	5	8	15

9. What changes would you make to improve your plan, should you have an opportunity to work with a volunteer again?

- a. Expect a more detailed report from tutor on what was being done with child
- b. Become better acquainted with volunteer early in the year
- c. Give tutor an opportunity to observe tutee within a group situation.
- d. Endeavor to build more self-confidence in tutor and

10. This item refers to pupils randomly selected for the evaluation sample. If name/s appear in this item, please provide us with requested information.

APPENDIX VII (Continued)

Pupil Name	Age	Grade	Referred for tutoring in Specific Skills of	Progress	
				Improved (check	Not Improved column)

Please place recommendations for future use of the model here.

1. Invite outstanding volunteers to address incoming volunteers.
2. Select pupils who really need the program not those who merely fit the tutor's schedule.
3. Emphasize the importance of attendance for both tutor and tutee.
4. Project should involve more time.
5. A great program - continue it - involve all schools
6. Stress the importance to the volunteer of following through if he accepts the job - Check community early for more dedicated volunteers.
7. Tests necessary that involve silent reading as well as oral.
8. Communication between volunteer and teacher must be improved.
9. Give the volunteer an opportunity to appear as a person of importance to the child
10. Teacher felt that Project tests were too limited - teacher devised own tests.
11. Suggested some type of social contact between tutor and tutee.
12. A designated time for teacher and tutor to confer.
13. Utilize skills check list more efficiently.

Division of Research and
Development

APPENDIX VIII

PROJECT UTILIZE OBJECTIVES
1973-1974

Specific objectives to be attained by the project during its first year included the following:

1. By May, 1973, the Committee of the Whole will design eight interaction ideas which can be used as basic designs for school-community meetings by schools participating in Project Utilize,
2. The eight ideas will be distributed to participating schools by June, 1973. Schools will select four of the proposed ideas and notify the Committee of the Whole of their selections through a check-off sheet before the close of the 1973-74 school year.
3. Between November, 1973 and May, 1974, 12 out of 17 schools will have designed four parent-community meetings based upon recommended ideas from the Committee of the Whole. The design will be judged by the (director) Coordinator to be:
 - a) appropriate to the assessed pupil needs in areas of reading and mathematics;
 - b) geared to foster parent-school interaction for the purpose of devising ways to support teacher-volunteer efforts to improve pupil performance in reading and mathematics;
 - c) planned to increase parent and school community understanding of:
 - . pupil needs in reading and mathematics
 - . pupil verbal and non-verbal communication
 - . avenues of support for the child with a reading and mathematics disability;
 - . ways to motivate pupils to seek improvement of their performance.
4. By June, 1975, at least 40% of the participating parents will reflect marked improvement in understanding of the particular reading and/or mathematics deficiency of their child as reported on a five-point scale within the parent survey.
5. By June, 1974, at least 40% of the participating parents will reflect marked satisfaction with the progress their child has made as the result of the efforts of the Project Utilize teacher-volunteer team as reported on a five-point

rating section within the parent survey.

6. By June, 1974, 30% of the participating schools will have developed a workable model of school-community parent meetings which will further the involvement of parents, teachers, volunteers, resource persons and administrative staffs in reading and mathematics. Criteria for determination of the establishment of the model shall be:
 - a) sustained level of participation by identified parents, community representatives, school and project staff;
 - b) activity reports substantiating relativity of meeting content to intent of the objective;
 - c) support for the in-school Project Utilize effort as observed by principals, teachers and volunteers.
7. At the end of the October, 1973 volunteer training sessions, at least 75% of the volunteers will record feelings of improved competency in reading and mathematics skills levels through reaction sheets administered in pre- and post-orientation sessions.
8. Not less than 80% of participating teachers from public and non-public schools will reflect a greater degree of understanding of the basic training skills volunteers received prior to entry into assignments based upon five-category rating scale administered pre and post. The criterion for significance will be a two-step positive directional change.
9. Results from teacher-made pre-post diagnostic instruments for all pupils will evidence not less than 80% post mastery of the skill deficiency for which pupils were tutored under the Project Utilize design on a locally designed 10-item skill test.

APPENDIX IX

LANGUAGE ARTS VOLUNTEER PROGRAMPUPIL INFORMATION SHEET

TEACHER _____

DATE _____

GRADE _____

_____ has been selected to receive additional help in selected basic reading skills from a LANGUAGE ARTS VOLUNTEER. Please check the areas where you feel practice is needed.

the VOLUNTEER will come for the pupil and work with her/him from _____ to _____ on _____ and _____ of each week.

DATE _____

TO THE VOLUNTEER:

_____ needs help in the following reading skills:

☐ Letter Identification

☐ Short Vowels

☐ Sight Words

☐ Syllabication

☐ Initial Consonants

☐ Prefixes

☐ Consonant Clusters

☐ Suffixes

☐ Rhyming Ends

☐ Alphabetical Order

☐ Long Vowels

☐ Other Reading Activities

PUPIL INFORMATION REFERRAL SHEET

School _____ Date _____
 Pupil's Name _____ Grade _____ Sex _____
 Teacher _____ Homeroom No. _____

Please check those vocabulary skills in which students have demonstrated weakness. Space is provided at the end of the sheet to describe weaknesses in greater detail.

_____ Compound Words	_____ Word Roots
_____ Syllabication	_____ Context Clues
_____ Prefixes	_____ Dictionary Skills
_____ Suffixes	_____ Verbal Analogies

Detailed weaknesses:

Junior High Mathematics Program

PUPIL INFORMATION REFERRAL SHEET

_____ School

Date _____

Student's Name _____ Grade _____

Teacher _____ Homeroom No. _____

Please list in rank order from 1 (most serious) to 4 the student's greatest weaknesses in mathematics.
Space is provided at the end of the sheet to describe weaknesses in greater detail.

FACTS

Addition

☐

Subtraction

☐

Multiplication

☐

Division

☐

OPERATIONS: WHOLE NUMBERS

Addition

☐

Subtraction

☐

Multiplication

☐

Division

☐

OPERATIONS: COMMON FRACTIONS

Addition

☐

Subtraction

☐

Multiplication

☐

Division

☐

OPERATIONS: DECIMAL FRACTIONS

Addition

☐

Subtraction

☐

Multiplication

☐

Division

☐

Elementary Mathematics Program

PUPIL INFORMATION REFERRAL SHEET

School

Date _____

Pupil's Name _____ Grade _____

Teacher _____ Homeroom No. _____

Please list in rank order from 1 (most serious) to 5 the pupil's greatest weaknesses in mathematics. Space is provided at the end of the sheet to describe weaknesses in greater detail.

Understanding Numbers Reading and Writing Numerals		Operations: Whole Numbers	
Counting	☐	Addition	☐ No renaming ☐ With renaming
Reading and Writing Numerals	☐	Subtraction	☐ No renaming ☐ With renaming
Place Value	☐	Multiplication	☐ No renaming ☐ With renaming
Facts		Division	☐ No renaming ☐ With renaming
Addition	☐	Other _____	
Subtraction	☐	_____	
Multiplication	☐	_____	
Division	☐	_____	

Additional Comments: _____

ATTENDANCE REPORT - PROJECT UTILIZE

SCHOOL _____
MONTH _____

On _____ of each week

Please return to:
Volunteer Division
Headquarters - Room 604A

Volunteer's Name _____	Date _____	Total Time of Service _____	Students Tutored _____	Tutoring Time _____
Teacher's Name _____				
Volunteer's Name _____	Date _____	Total Time of Service _____	Students Tutored _____	Tutoring Time _____
Teacher's Name _____				
Volunteer's Name _____	Date _____	Total Time of Service _____	Students Tutored _____	Tutoring Time _____
Teacher's Name _____				
Volunteer's Name _____	Date _____	Total Time of Service _____	Students Tutored _____	Tutoring Time _____
Teacher's Name _____				
Volunteer's Name _____	Date _____	Total Time of Service _____	Students Tutored _____	Tutoring Time _____
Teacher's Name _____				
Volunteer's Name _____	Date _____	Total Time of Service _____	Students Tutored _____	Tutoring Time _____
Teacher's Name _____				

APPENDIX XII

PROJECT UTILIZE

Volunteer Training Program

1974 - 1975

Junior High School

Pre Training Session

Directions: Before the meeting begins please complete this form and turn it in.

Write the numbers 1, 2, or 3 on the line in the empty space to show how you feel at this time.

1 -- I already know

2 -- I could use more information about

3 -- I want to know

THE PROGRAM

1. _____ what Project Utilize will try to do.
2. _____ what volunteers will do in Project Utilize.
3. _____ what my responsibilities will be as a volunteer.

Junior High School Reading

1. _____ how to make the youngster feel comfortable about reading.
2. _____ how to give directions to the youngster.
3. _____ the meanings of terms in the vocabulary skill areas in which the child has difficulty, such as syllabication, word roots, or verbal analogies.
4. _____ where to find ways of working with the pupil's problems in these skills.

5. _____ how to plan a tutoring session with the student.
6. _____ where to find suggestions and aids to help you in planning the tutoring session.
7. _____ how to give a short vocabulary skills test.
8. _____ how to interpret the results of a pretest.
9. _____ what the pretest will tell you about the child's vocabulary skills.
10. _____ what procedures to follow after you have gone over the results from the test.

Junior High School Mathematics

1. _____ the number facts a student in Junior High School mathematics classes must know.
2. _____ how these facts are used in working problems.
3. _____ the meaning of mathematical terms such as, whole numbers, fractions and decimals.
4. _____ where to find ways of helping the student with whole numbers, fractions and decimals.
5. _____ how to disguise drill with games and other activities.
6. _____ where to find suggestions for improving the student's skills in addition, subtraction, multiplication and division of whole numbers.
7. _____ where to find suggestions for improving the child's skills in addition, subtraction multiplication and division of fractions.
8. _____ where to find suggestions for improving the pupil's skills in addition, subtraction, multiplication and division of decimals.
9. _____ how to give a short mathematics test.
10. _____ how to understand what you must do after you review the results of the test.

Put your initials here _____

Division of Research & Development
10/74

PROJECT UTILIZE

Volunteer Training Program

1974 - 1975

Junior High School

Post Training Session

Directions: After the Session ends please complete this form and turn it in.

Write the numbers 1, 2, or 3 on the line in the empty space to show how you feel at this time.

1 -- I already know

2 -- I could use more information about

3 -- I want to know

THE PROGRAM

1. _____ what Project Utilize will try to do.
2. _____ what volunteers will do in Project Utilize.
3. _____ what my responsibilities will be as a volunteer.

Junior High School Reading

1. _____ how to make the youngster feel comfortable about reading.
2. _____ how to give directions to the youngster.
3. _____ the meanings of terms in the vocabulary skill areas in which the child has difficulty, such as syllabication, word roots, or verbal analogies.
4. _____ where to find ways of working with the pupil's problems in these skills.

APPENDIX XII (Continued)

5. _____ how to plan a tutoring session with the student.
6. _____ where to find suggestions and aids to help you in planning the tutoring session.
7. _____ how to give a short vocabulary skills test.
8. _____ how to interpret the results of a pretest.
9. _____ what the pretest will tell you about the child's vocabulary skills.
10. _____ what procedures to follow after you have gone over the results from the test.

Junior High School Mathematics

1. _____ the number facts a student in Junior High School mathematics classes must know.
2. _____ how these facts are used in working problems.
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4. _____ where to find ways of helping the student with whole numbers, fractions and decimals.
5. _____ how to disguise drill with games and other activities.
6. _____ where to find suggestions for improving the student's skills in addition, subtraction, multiplication and division of whole numbers.
7. _____ where to find suggestions for improving the child's skills in addition, subtraction multiplication and division of fractions.
8. _____ where to find suggestions for improving the pupil's skills in addition, subtraction, multiplication and division of decimals.
9. _____ how to give a short mathematics test.
10. _____ how to understand what you must do after you review the results of the test.

Put your initials here _____

Division of Research & Development

10/74

PROJECT UTILIZE

Volunteer Training Program
1974-1975

Pre-Training

DIRECTIONS: Before the meeting begins please complete this sheet and turn it in.

Write the numbers 1, 2, or 3 on the line in the empty space to show how you feel at this time.

- 1 -- I already know
- 2 -- I could use more information about
- 3 -- I want to know

THE PROGRAM

- 1. _____ what Project Utilize will try to do.
- 2. _____ what volunteers will do in Project Utilize.
- 3. _____ what my responsibilities will be as a volunteer.

READING

- 1. _____ how to make a child feel comfortable about reading.
- 2. _____ how to give directions to a child.
- 3. _____ where to look to find ideas about teaching spelling.
- 4. _____ the meaning of sight words.
- 5. _____ where to find ways of working with sight words.
- 6. _____ how to plan a reading session with a child.
- 7. _____ where to find suggestions to help plan a tutoring session.
- 8. _____ how to give a short reading test.

9. _____ where to find suggestions for helping the child correct a reading problem.
10. _____ where to find materials to use when preparing to tutor a child in reading.

ELEMENTARY MATHEMATICS

1. _____ why all children must know how to count.
2. _____ what facts a child must know at each grade level.
3. _____ what place value has to do with whole numbers.
4. _____ how to use an abacus.
5. _____ where to find the meaning of terms used in mathematics, such as re-naming, mathematical sentences, numbers symbols digits etc.
6. _____ how to disguise drill when you tutor a child in mathematics.
7. _____ how to give a short test in mathematics.
8. _____ how to help a child with multiplication and division.
9. _____ how to use the pupil referral sheet.
10. _____ where to find suggestions that will help you plan good tutoring sessions in mathematics.

Put your initials here. _____

Division of Research and
Development

10/13/74

PROJECT UTILIZE
Volunteer Training Program
1974-1975
Post-Training

DIRECTIONS: After the meeting ends please complete this sheet and turn it in.

Write the numbers 1, 2, or 3 on the line in the empty space to show how you feel at this time.

- 1 -- I already know
- 2 -- I could use more information about
- 3 -- I want to know

THE PROGRAM

- 1. _____ what Project Utilize will try to do.
- 2. _____ what volunteers will do in Project Utilize.
- 3. _____ what my responsibilities will be as a volunteer.

READING

- 1. _____ how to make a child feel comfortable about reading.
- 2. _____ how to give directions to a child.
- 3. _____ where to look to find ideas about teaching spelling.
- 4. _____ the meaning of sight words.
- 5. _____ where to find ways of working with sight words.
- 6. _____ how to plan a reading session with a child.
- 7. _____ where to find suggestions to help plan a tutoring session.
- 8. _____ how to give a short reading test.

9. _____ where to find suggestions for helping the child correct a reading problem.
10. _____ where to find materials to use when preparing to tutor a child in reading.

ELEMENTARY MATHEMATICS

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5. _____ where to find the meaning of terms used in mathematics, such as re-naming, mathematical sentences, numbers symbols digits etc.
6. _____ how to disguise drill when you tutor a child in mathematics.
7. _____ how to give a short test in mathematics.
8. _____ how to help a child with multiplication and division.
9. _____ how to use the pupil referral sheet.
10. _____ where to find suggestions that will help you plan good tutoring sessions in mathematics.

Put your initials here. _____

Division of Research and
Development

10/13/74

PROJECT UTILIZE
Volunteer Training Program
1974 - 1975

Pre
Teacher Reaction Survey

Directions: Before the meeting begins, please complete the pre Reaction Survey and turn it in. Check only one answer "Yes", or "No".

The Program

1. Have you worked with the classroom volunteer previously? Yes ☐ No ☐
2. Do you know the three goals of Project Utilize? Yes ☐ No ☐
3. Are you aware of what the Project Utilize Volunteer tutor will do? Yes ☐ No ☐

The Volunteer

Would you expect the volunteer to know:

1. Rules and regulations of the school. Yes ☐ No ☐
2. Rules and regulations of your classroom. Yes ☐ No ☐
3. The meaning of terms which specify the kinds of difficulties pupils are having in reading and/or mathematics. Yes ☐ No ☐
4. Where to find the meaning of these terms. Yes ☐ No ☐
5. Techniques to use in tutoring which will be effective in tutoring the pupil's needs which you have identified. Yes ☐ No ☐
6. How to give a short test. Yes ☐ No ☐
7. Where to start the tutoring of a specific skill. Yes ☐ No ☐
8. What aids to use in the skill improvement process. Yes ☐ No ☐

9. Where to look for planning suggestions. Yes ☐ No ☐
10. How to record pupil progress in a meaningful manner. Yes ☐ No ☐

Initial please. _____

Division of Research and
Development

PROJECT UTILIZE
Volunteer Training Program
1974 - 1975

Post
Teacher Reaction Survey

Directions: After the meeting ends-- please complete the post Reaction Survey and turn it in. Check only one answer "Yes", or "No".

The Program

- | | | |
|---|------------------------------|-----------------------------|
| 1. Have you worked with the classroom volunteer previously? | Yes ☐ | No ☐ |
| 2. Do you know the three goals of Project Utilize? | Yes ☐ | No ☐ |
| 3. Are you aware of what the Project Utilize Volunteer tutor will do? | Yes ☐ | No ☐ |

The Volunteer

Would you expect the volunteer to know:

- | | | |
|---|------------------------------|-----------------------------|
| 1. Rules and regulations of the school. | Yes ☐ | No ☐ |
| 2. Rules and regulations of your classroom. | Yes ☐ | No ☐ |
| 3. The meaning of terms which specify the kinds of difficulties pupils are having in reading and/or mathematics | Yes ☐ | No ☐ |
| 4. Where to find the meaning of these terms. | Yes ☐ | No ☐ |
| 5. Techniques to use in tutoring which will be effective in tutoring the pupil's needs which you have identified. | Yes ☐ | No ☐ |
| 6. How to give a short test. | Yes ☐ | No ☐ |
| 7. Where to start the tutoring of a specific skill. | Yes ☐ | No ☐ |
| 8. What aids to use in the skill improvement process. | Yes ☐ | No ☐ |

9. Where to look for planning suggestions. Yes ☐ No ☐
10. How to record pupil progress in a meaningful manner. Yes ☐ No ☐

Initial please. _____

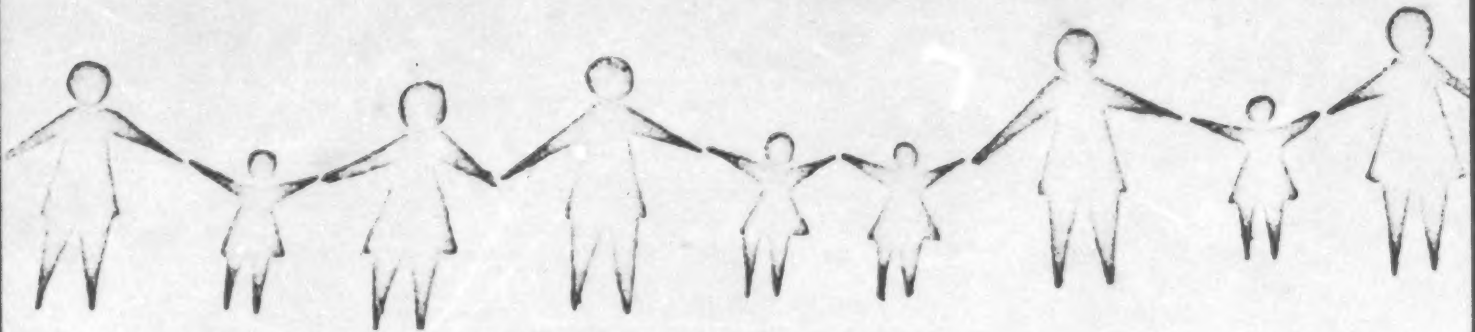
Division of Research and
Development

CLEVELAND PUBLIC SCHOOLS

PAUL W. HOLMES
SuperintendentVolunteer Division
Department of Community Relations

LET'S GET TOGETHER

FOR CLEVELAND CHILDREN



PROJECT UTILIZE VOLUNTEER TUTORS

for

O. W. Holmes Elementary

Parents!
Businessmen!Senior Citizens!
Students!

WE WANT AND NEED YOU! Do you have a few hours each week to reward yourself by helping 2 or 3 children? You can tutor individual children in Reading or Mathematics skills. We will train you and provide kits. PLEASE JOIN US!

A training session will be held at O. W. Holmes

Special guides written for volunteers will be provided for you.

You will also receive a kit of materials.

Date: Wednesday, October 23, 1974

Time: 10:00 a.m. - 12:00 Mathematics/ 12:00 p.m. - 1:00 Lunch/ 1:00 p.m. - 3:00
Language Arts - (Reading)

_____ I will attend.

_____ I will not be able to attend the meeting, but I am interested.

Name _____

Address _____

Telephone _____

School _____

Project Utilize, Volunteer Division, Room 604A
Department of Community Relations

O W Holmes Elementary
625 E. 105 Street
Cleveland, Ohio 44102

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WANTED

and
NEEDED

PROJECT UTILIZE VOLUNTEER TUTORS

for

MARGARET SPELLACY JUNIOR HIGH SCHOOL

WE WANT AND NEED YOU! Do you have a few hours each week to reward yourself by helping 2 or 3 children? You can tutor individual children in Reading or Mathematics skills. We will train you and provide kits. PLEASE JOIN US!

MARGARET SPELLACY

655 East 162 Street

Cleveland, Ohio 44110

Telephone No. 531-2872

REWARDING

Please tear and return to school with your child.

_____ I am interested and will be able to attend a meeting.

Name _____

Address _____

Telephone _____

School _____

Margaret Spellacy Jr. High
655 East 162 Street
Cleveland, Ohio 44110

Project Utilize, Volunteer Division, Room 604A
Department of Community Relations--Cleveland Public Schools

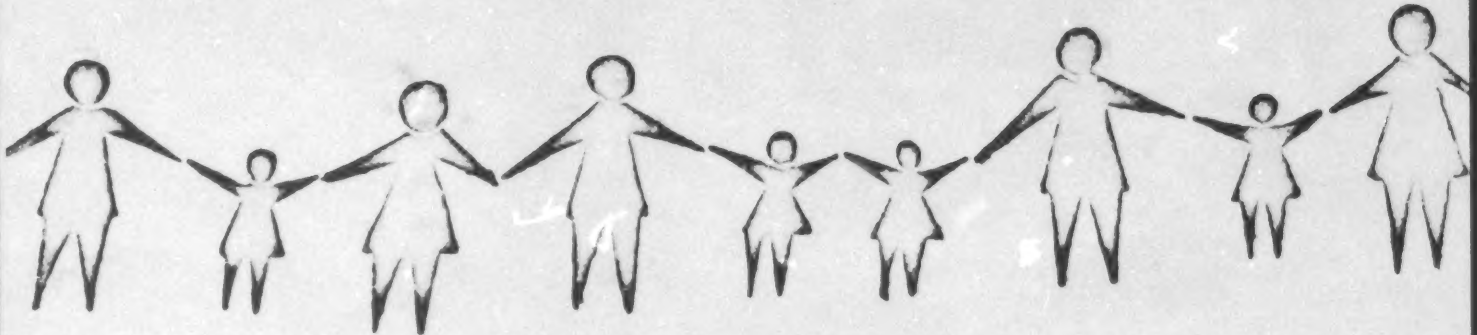
CLEVELAND PUBLIC SCHOOLS

PAUL W. BRIGGS
Superintendent

División de Voluntario
Departamento de Relaciones de la
Comunidad

VAIROS A REUNIRNOS

PARA NUESTROS NIÑOS!



EL PROYECTO "UTILIZE" LES NECESITA!

- . Los voluntarios serán entrenados en habilidades de Leer y Matemáticas
- . Los voluntarios y maestros serán compañeros para aprender
- . Los voluntarios les enseñarán a niños individualmente tres horas en la semana

Favor de llenar y devolver a: Volunteer Division - Room 604A Teléfono: 696-2929
Cleveland Board of Education
1380 East 6th Street Ext: 522 o 554
Cleveland, Ohio 44114

Favor de mandarme mas información del Proyecto Utilize

Nombre _____

Dirección _____
Calle Ciudad Estado Zip Code

Teléfono _____ Fecha _____



CLEVELAND PUBLIC SCHOOLS

VOLUNTEER DIVISION
Department of Community Relations
PROJECT UTILIZE - ESEA TITLE III

SCHOOL _____ PRINCIPAL _____

I am interested in participating in Project Utilize.

The following teachers in my building would be interested in working
with a Project Utilize Volunteer Tutor in the 1974-1975 school year.

Teacher's Full Name	Grade	Room Number

Please return to the VOLUNTEER DIVISION, Room 604A.